

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Minutes of the Meeting**  
**October 9, 2006**

Members present: Mr. Stowe, Mrs. Benedict, Rep. Cotty, Mr. Daniel, Mr. DeLoach, Mr. Drew, Senator Fair, Mr. Hall, Senator Hayes, Mrs. Murphy, Rep. Walker, and Senator Williams

- I. Welcome and Introductions: Mr. Stowe announced a change in the agenda. Dr. Eldridge, Superintendent of Aiken County Schools, is unable to attend the meeting. In lieu of her presentation, Dr. Baron Holmes and others are to present a status report on middle grades certification requirements.
- II. Approval of the Minutes: The minutes of the August 14-15 meeting were approved as distributed.
- III. Subcommittee Reports
  - A. Academic Standards and Assessments: Mr. DeLoach indicated that the Academic Standards and Assessments Subcommittee had not met since the EOC's August meeting. He did share a memorandum regarding the field review of the English language arts and mathematics content standards.
  - B. Education Improvement Act and Improvement Mechanisms: Mr. Daniel reported on behalf of the Subcommittee:
    - (1) Teacher Loan Program: Mr. Daniel reviewed a series of findings regarding participation in the teacher loan program, the impact of scholarships and the governance structure. Members asked questions regarding the program to include the default rate, the county of origin of the applicants, the relationship to Teacher Cadet Program offerings and others. EOC members discussed amending the recommendations so that the Commission on Higher Education (CHE) served as the governing board for the program. The staff was asked to provide recommendations to the legislative education committees and appropriate legislative subcommittees on finance as soon as possible so that legislation could be prefiled. The report recommendations were approved with the modification of specifying CHE as the governing agency.
    - (2) EAA Technical Assistance: Mr. Daniel reported on a discussion among the Subcommittee members and representatives of the State Department of Education (SDE). Of the 254 schools rated Below Average or Unsatisfactory, 240 now have approved improvement plans. The schools generally have opted to use an improvement strategy different from the state-provided services. Comparisons between technical assistance personnel assignments in 2005-2006 and 2006-2007 reveal new patterns:

	2005-2006	2006-2007
Principal Specialists	10	6
Principal Leaders	20	3
Principal Mentors	14	0
Teacher Specialists	159	46
Curriculum Specialists	39	15
District Instruction Fac.	45	35
Total	287	105

Members raised questions regarding the criteria for approval of the school improvement plan, the SDE oversight of implementation at the school site and plans for interacting with the school. Questions were raised about the compensation provided to teacher specialists.

(3) Mr. Daniel indicated that the Subcommittee had met that morning and received materials to inform its discussion and recommendations regarding the budget.

C. Public Awareness: Mrs. Benedict introduced Mrs. Yow, who reported on behalf of the subcommittee. She provided a status report on projects including the county tours, the *Where Are We Now* release, the release of the annual school and district report cards, revisions to the website, the PAIRS summit and the MarketSearch survey.

#### IV. Approval of the 2006-2007 Objectives

After discussion of the objectives, particularly Objective 2d. the following objectives were adopted for the 2006-2007 work year:

1. Continue the implementation of the Education Accountability Act of 1998 and fulfill other responsibilities assigned by the General Assembly, including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and the early childhood development pilot program proviso and those made by special requests.
2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
  - a. Defining the role of district administration and identifying models that realize maximum effectiveness and efficiency;
  - b. Defining a teacher compensation structure that recognizes differences in teacher qualifications, responsibilities and results;
  - c. Identifying and defining costs of educating successful students who historically have underachieved (e.g., students from poverty, English language learners, minority students, struggling or non-readers, students with disabilities and students whose parents may not have completed high school;) and
  - d. Advocating for public choice innovation schools.
3. Increase partnerships among those who invest in South Carolina's schools by
  - a. Continuing to receive broad input and continuing to communicate and implement the Common Ground commitment;
  - b. Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
  - c. Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders; and
  - d. Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.

4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.
- V. Report from a Key Constituency  
Dr. Baron Holmes, Director of the Middle Grades Project; Dr. Phyllis Pendarvis, Director of the S. C. Middle Grades Association; and Dr. David Virtue and Dr. Fred Splitgerber, USC addressed the EOC on issues of middle grades certification and the shift to program approval rather than allowances for add-on certification. The issues are likely to surface next spring as schools attempt to implement the certification requirement for the 2007-2008 school year. The group requested and the EOC agreed to convene the involved agencies to determine if policy actions should be sustained or implemented to continue to improve the quality of middle grades instruction.
- VI. Six Year Matched Student Performance  
Mr. Potter presented data from the six-year matched student performance file, outlining patterns of achievement over time and the impact of retention on student performance. These data are to be presented to a number of educational groups and explored to determine if there should be changes in both policy and practice to accelerate student performance. Questions were raised about the impact of various grade organizations in schools.

Having no other business, the EOC adjourned at 3:35 p.m.